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would certainly fill several pages in the *Journal* and it included many fine selections that were popular in colleges a generation ago but which are rarely heard now.

The Thursday morning's program, for various reasons, was so crowded that the discussion of the papers had to be somewhat limited. This was the only time when there was any limitation of this sort. On Thursday afternoon the third joint session of the two associations was held and the 1915 meeting formally ended at about four-thirty.

Of the papers the usual statement is still true. They were all of a high order of scholarship and form. Each was interesting and valuable in its own particular field. From them we derived much information and a deeper inspiration for our work. Some of the papers will be published in full, either in the *Journal* or in other periodicals, while the others will be given, at least in full outlines, in the Association's official publication, to be issued next September.

The first hour of the session on Thursday morning was reserved for business, the greater part of which cannot be of general interest. We were so fortunate as to receive three cordial invitations for our next meeting. After long deliberation it was decided to accept the invitation from Washington University, St. Louis, and to meet there, December 27-29, 1916, in conjunction with the Archaeological Institute.

The officers elected for the coming year were: President, Professor Carl Darling Buck; Vice-Presidents, Professors Kirby Flower Smith and James R. Wheeler; Secretary and Treasurer, Professor Frank Gardner Moore; Executive Committee (in addition to the foregoing), Professors Campbell Bonner, Richard Wellington Husband, Walton Brooks McDaniel, Grace Harriet Macurdy, and Arthur L. Wheeler.

M. N. W.

LATIN IN THE GRADES

The National Education Association, especially the Department of Superintendence, and educational experts generally have for some years been vigorously at work upon various plans for

a redistribution of the years of the school life of our youth. The consensus of opinion seems at present to be in favor of the scheme of six years for the grades, six years for the secondary school, six years for college and professional school; there is also a strong tendency toward a further division of the secondary school into a junior high school and a senior high school, 3 plus 3. When this change comes—and it seems to be well on the way and already in operation in not a few cities—the classical forces should be prepared to enter the promised land with Latin properly maintaining its position as a first-year high-school study; that is, in the new order Latin will be well established in what is now the seventh grade. It is needless to call the attention of classical teachers to the advantage of having the pupils begin the study of Latin at an earlier age than they do at present. We all realize that at the seventh-grade stage of development the pupil's mind is far better adapted to the mastery of the elements of the Latin language than at the ninth; and that Latin is then better adapted to the pupil's mind than some of the abstract subjects that are imposed upon our children in the grades. Our theories have been based upon the efficiency of the German *Gymnasium*; they are confirmed by the results of the experiments that have already been made in some of our progressive schools. In the present issue of the *Journal* we present a paper by Mrs. Emma H. Scott who has been conducting such experiments with Latin in the seventh and eighth grades of her school. It will be found to be full of encouragement for the ultimate success of the plan of putting Latin into the seventh grade and it contains helpful suggestions for those who may be in a position to undertake the same thing.